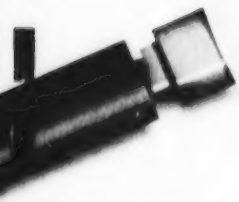
Chasing the Money

Student and Teacher Feedback



Leading the Way to an Addiction Free Society

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Chasing the Money

Student and Teacher Feedback

August, 1999

Prepared for the Addictions Foundation of Manitoba

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Executive Summary

In the fall of 1998, the Addictions Foundation of Manitoba and the Manitoba Theatre for Young People developed the play "Chasing the Money", with the primary purpose of increasing youth awareness on issues related to gambling, including how gambling can become a problem for some people, and the negative impact gambling can have on those around the gambler. The play was presented to various schools throughout Manitoba in the spring of 1999. While the play was targeted for grades 8 through senior 4, school grades 6 through senior 4 signed up to watch the play. Teachers of all grades were sent a study guide to help prepare students for the play. An AFM resource person and actors of the play also discussed gambling related issues with students immediately after seeing the play.

As a means of determining the effectiveness of the play, study guide, and AFM personnel / actor mediated discussions, student surveys were distributed to a sample of students, and teacher surveys were sent to all teachers. The present document highlights key findings from each of these surveys.

"Chasing the Money" was well understood by the student body, as students could correctly identify characters with gambling problems, and for the most part could identify characters affected by someone else's excessive gambling habits. Not unexpected, comprehension was lowest among grade 6 students. The vast majority of students stated they learned at least something about how gambling works, how people can become addicted to gambling, how to recognize the signs of problem gamblers, and where to seek help for problems related to excessive gambling. However, close to half of the student body reported that they learned nothing about how to gamble safely. Given that this was not a major focus of the play, this finding is not surprising. Overall, the majority of students stated that "Chasing the Money" provided them with a better understanding of "real life" problems that can be created from gambling, and recommended the play to others.

Teacher responses were categorized as either grades 6 – 8 or senior 1 – 4, and responses were similar to those provided by the student body. The majority of teachers felt their students could relate to the characters in the play, and learned about issues related to gambling, with the exception of how to gamble safely. Some teachers reported that students were frustrated / bored while watching the play, because they had difficulty seeing the actors. Teachers felt this could have been prevented if a stage had been used. Overall however, the majority of teachers felt that "Chasing the Money" was an effective strategy to educate students on issues related to gambling.

While the majority of teachers indicated the study guide was age appropriate, some teachers in grades 6 and 7 indicated the study guide content was more suited for older age groups. The vast majority of teachers indicated there was sufficient information in the study guide, and 100 % of the teachers indicated they would recommend it to others. While some teachers indicated there were very few student questions asked after the play, the majority of teachers indicated that the AFM resource personnel / actor mediated discussions were useful for the student body.

In summary, the feedback from both students and teachers indicates that using the play "Chasing the Money" as a vehicle to disseminate information on gambling – related issues is an effective strategy. This conclusion is supported by some of the open – ended responses provided by teachers, such as "A play, in my opinion, is a much more forceful way of getting a message across than a regular classroom setting"; and "Theatre is a powerful medium of expression – it did not preach a message (this was an excellent strategy). I applaud MTYP for exploring this important issue".

Introduction

Since 1995, the Addictions Foundation of Manitoba has been offering Manitoba youth prevention and counseling services related to gambling. A recent prevention initiative is the play "Chasing the Money", developed in collaboration with the Manitoba Theatre for Young People. The target age / grade range of students for the play is Grade 8 (14 years) through Senior 4 (18 years).

The main objective of the play was to raise awareness of issues related to gambling, including how gambling can become a problem for some people, and the negative impact gambling can have on those around the gambler. The play portrays how the main character (Kip) has excessive gambling habits, and as a result loses his job, his girlfriend (Joey), and all of the money he had saved up for college. It also portrays how Joey's life is affected because of other people's gambling habits. Her father (Mr. King) also gambles excessively, and as a result never has any money to support her, actually steals from her, and eventually commits suicide. At the end of the play, observers are shown that Kip and Mr. King are clearly addicted to gambling, as a result lead lives of misfortune.

The play was accompanied by a study guide, intended to be used by teachers in the classroom. The guide reinforces and expands on the information covered in the play regarding issues related to gambling. Following the play, AFM staff and actors were available to answer questions related to gambling.

In the fall of 1998, the Manitoba Theatre for Young People included "Chasing the Money" in a mail out brochure as one of several plays that could be presented to schools throughout Manitoba. The general purpose of the play and the target audience were included in the brochure. A number of schools attended the premiere performances at the Gas Station Theatre in Winnipeg between February 11 through 13. In addition, the play toured 35 schools throughout the province between March 2 and May 28, 1999.

Feedback forms for teachers and students were developed to assess the extent to which the play and study guide increased awareness of gambling issues. All teachers and a randomly selected sample of students from each school that saw the play between March 2 and May 28 were asked to respond. Of the 35 schools that were sent feedback forms, 21 schools returned completed surveys to the Addictions Foundations of Manitoba.

The present paper summarizes the feedback provided by teachers and students on "Chasing the Money" play and study guide. Results from the student and teacher surveys are discussed separately. An overall evaluation of the play is provided in the Conclusion section of the report.

METHODS

I) Sample:

To obtain the student sample, the schools receiving the play were contacted and asked to estimate the total number of classes and students, by grade level, that would be attending the performance. From this total, approximately one – fifth of the classes from each school were randomly selected to provide feedback. In the case of schools with four or fewer classes attending the play, one class was selected. This ensured representation from all schools. The appropriate number of Student Feedback Forms were mailed to each school, along with a stamped return envelope addressed to the Addictions Foundations of Manitoba.

Out of the 1,449 student surveys that were mailed, 651 were returned, representing 21 of the 35 schools that attended the play. It is important to note that schools did not always know the precise number of classes attending the play. As such, grades may have been selected that ended up not seeing the play, and therefore, were unable to complete surveys.

Every teacher that attended the performance was sent a Teacher Feedback Survey. In total, 95 out of 295 teachers returned the survey.

II) Data Analysis:

Quantitative survey responses were coded and entered into an SPSS statistical package. Frequencies of all quantitative responses are reported in tables (absolute values followed by percentages in brackets), while qualitative information is discussed in text. All quantitative information is examined by age / grade. Goodness of Fit testing was performed to test for differences in response rates between age or grade. Please refer to Technical Notes A through C for a more detailed discussion of data interpretation in tables, and Goodness of Fit analysis.

RESULTS

I. Student Survey

Information from student responses is divided into four sections. Section I overviews the demographics of survey respondents. Section II discusses the extent that respondents understood the concepts being presented in "Chasing the Money". Section III examines what respondents felt they learned from "Chasing the Money", and Section IV briefly highlights student activities as it relates to gambling.

I. Demographics:

In total, 651 student from grades 6 through senior 4 completed survey information. As demonstrated in Table I, there was an approximate equal distribution of respondents between grade, exception somewhat of an under - representation of students in grade 6,

and an over – representation in grades 8 and senior 4. Table II demonstrates an overall equal distribution of male and female respondents. Further examination showed that the relative number of males and females in each grade is approximately equal, exception senior 1 with 66 % males and senior 2 with 60 % females.

Table I: Frequency distribution of respondents by grade.

Grade	Frequency	Percent
Grade 6	45	6.9
Grade 7	84	12.9
Grade 8	118	18.1
Senior 1	94	14.4
Senior 2	95	14.6
Senior 3	89	13.7
Senior 4	124	19.0
Subtotal	649	99.7
Missing data	2	0.3
TOTAL	**651**	**100.0**

Table II: Frequency distribution of respondents by gender.

Grade	Frequency	Percent
Male	322	49.5
Female	322	49.5
Subtotal	644	98.9
Missing data	7	1.1
TOTAL	651	100.0

Table III demonstrates that the majority of student respondents were from an urban setting. A total of 64 % of student respondents were from an urban setting, while 32 % were from a rural setting.

Table III: Frequency distribution of respondents by urban / rural status.

Demographics	Frequency	Percent
rural	208	32.0
urban	416	63.9
Subtotal	624	95.9
Missing data	27	4.1
TOTAL	651	100.0

II. Respondent Understanding of Play Content:

Student comprehension of the play was assessed by asking students to indicate which characters had gambling problems, which characters were negatively affected by someone else's gambling, and if gambling could cause problems in "real life" as it did in the play.

In the play, Kip and Mr. King very definitely had problems related to their gambling, while each of Joey (Kip's girlfriend / Mr. King's daughter), Gemma (Kip's mom), Uncle Ralph (Kip's Uncle), Bongo (Kip's friend), Mr. Cheese and the Restaurant customer had no problems related to gambling. As shown in Table IV, 90 % of respondents indicated that Kip had gambling problems, and this level of response did not seem to vary with grade. While 89 % of respondents indicated that Mr. King had gambling problems, this response rate did seem to vary with grade($\chi^2 = 14.3$, $p < .027$). Grade 7 respondents were the most likely to report that Mr. King had gambling problems.

The majority of students correctly stated that each of Joey (94%), Gemma (96%), Bongo (61%), Uncle Ralph (86%), Mr. Cheese (96%) and the Restaurant customer (96%) did not have gambling problems. It is interesting to note that grade 6 respondents were the exception to this rule for most characters. The percent of grade 6 students who correctly stated these characters did not have gambling – related problems is as follows: Joey (82%), Gemma (84%), Bongo (47%), Uncle Ralph (80%), Mr. Cheese (82%) and the Restaurant customer (87%).

Table IV. Student survey responses to the question, "*Which people in the play had gambling problems*?".

CHARACTER		TOTAL	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2	Senior 3	Senior 4
KIP	NO	63 (10)	5 (11)	4 (5)	18 (16)	11 (12)	5 (5)	10 (11)	10 (8)
	YES	578 (90)	39 (89)	80 (95)	98 (84)	80 (88)	90 (95)	79 (89)	112 (92)
	Goodness of Fit		**NS**						
MR.	NO	71 (11)	3 (7)	0 (0)	14 (12)	11 (12)	13 (14)	13 (15)	17 (14)
KING	YES	578 (89)	42 (93)	84 (100)	104 (88)	83 (88)	82 (86)	76 (85)	107 (86)
	Goodness of Fit		**S**						
BONGO	NO	394 (61)	21 (47)	42 (50)	78 (66)	55 (59)	55 (58)	56 (63)	87 (70)
	YES	255 (39)	24 (53)	42 (50)	40(34)	39 (41)	40 (42)	33 (37)	37 (30)
	Goodness of Fit		**S**						
JOEY	NO	609 (94)	37 (82)	81 (96)	109 (92)	92 (98)	89 (94)	84 (94)	117 (94)
	YES	40 (6)	8 (18)	3 (4)	9 (8)	2 (2)	6 (6)	5 (6)	7 (6)
	Goodness of Fit		///////////						
GEMMA	NO	626(96)	38 (84)	83 (99)	117 (99)	92 (98)	92 (97)	83 (93)	121 (98)
	YES	23 (4)	7 (16)	1 (1)	1 (1)	2 (2)	3 (3)	6 (7)	3 (2)
	Goodness of Fit		///////////						
UNCLE	NO	555 (86)	33 (80)	79 (94)	103 (87)	81 (86)	82 (86)	71 (80)	103 (83)
RALPH	YES	94 (14)	9 (20)	5 (6)	15 (13)	13 (14)	13 (14)	18 (20)	21 (17)
	Goodness of Fit		**NS**						
MR.	NO	626 (96)	37 (82)	84 (100)	116 (98)	92 (98)	92 (97)	84 (94)	121 (98)
CHEESE	YES	23 (4)	8 (18)	0 (0)	2 (2)	2 (2)	3 (3)	5 (6)	3 (2)
	Goodness of Fit		///////////						
CUST -	NO	626 (96)	39 (87)	83 (99)	115 (97)	92 (98)	94 (99)	82 (92)	121 (98)
OMER	YES	23 (4)	6 (13)	1 (1)	3 (3)	2 (2)	1 (1)	7 (8)	3 (2)
	Goodness of Fit		///////////						

Respondents were also asked to indicate which people in the play were negatively affected by someone else's gambling. Albeit a difficult question, the correct response is that each of Joey, Gemma, Uncle Ralph, Bongo and Kip were negatively affected by someone else's gambling, whereas the Restaurant customer, Mr. Cheese and Mr. King were not. Student responses to this question are provided in Table V.

Overall, 82 % of student respondents agreed that Joey was negatively affected by someone else's gambling, and this response rate was not shown to vary with grade. While 60 % of the student respondents felt that Gemma was negatively affected by someone else's gambling, response rates were shown to vary with grade. Grade 8 individuals seemed less likely, and senior 2 individuals seemed more likely to provide

this response ($\chi^2 = 25.2$, $p<.000$). Interestingly, less than half of the student respondents felt that Uncle Ralph was negatively affected by someone else's gambling. This trend also varied with grade, as grade 8 students seemed less likely to report this response ($\chi^2 = 13.9$, $p<.030$). Finally, only 26 % and 50 % of the student body felt that Bongo and Kip were respectively affected by someone else's gambling, possibly because this effect was less obvious for these two characters. There were no trends in these latter response rates between student grade.

Table V. Student survey responses to the question, "*Which people in the play were negatively affected by someone else's gambling*?".

CHARACTER		TOTAL	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2	Senior 3	Senior 4
JOEY	NO	118 (18)	13 (29)	14 (17)	24 (20)	15 (16)	11 (12)	19 (21)	22 (18)
	YES	531 (82)	32 (71)	70 (83)	94 (80)	79 (84)	84 (88)	70 (79)	102 (82)
	Goodness of Fit		NS						
GEMMA	NO	260 (40)	21 (47)	42 (50)	63 (53)	38 (40)	24 (25)	30 (34)	42 (34)
	YES	389 (60)	24 (53)	42 (50)	55 (47)	56 (60)	71 (75)	59 (66)	82 (66)
	Goodness of Fit		S						
UNCLE	NO	383 (59)	27 (60)	48 (57)	84 (71)	59 (63)	45 (47)	51 (57)	69 (56)
RALPH	YES	266 (41)	18 (40)	36 (43)	34 (29)	35 (37)	50 (53)	38 (43)	55 (44)
	Goodness of Fit		S						
BONGO	NO	483 (74)	32 (71)	61 (73)	102 (86)	68 (72)	67 (71)	63 (71)	90(73)
	YES	166 (26)	13 (29)	23 (27)	16 (14)	26 (28)	28 (29)	26 (29)	34 (27)
	Goodness of Fit		NS						
KIP	NO	322 (50)	22 (49)	51 (61)	53 (45)	46 (49)	49 (52)	50 (45)	61 (49)
	YES	327 (50)	23 (51)	33 (39)	65 (55)	48 (51)	46 (48)	49 (55)	63 (51)
	Goodness of Fit		NS						
CUST -	NO	593 (91)	39 (87)	81 (96)	111 (94)	89 (95)	84 (88)	80 (90)	109 (88)
OMER	YES	56 (9)	6 (13)	3 (4)	7 (6)	5 (5)	11 (12)	9 (10)	15 (12)
	Goodness of Fit		//////////						
MR.	NO	586 (90)	35 (78)	80 (95)	114 (97)	83 (88)	85 (89)	80 (90)	109 (88)
CHEESE	YES	63 (10)	10 (22)	4 (5)	4 (3)	11 (12)	10 (11)	9 (10)	15 (12)
	Goodness of Fit		S						
MR.	NO	517 (80)	29 (64)	74 (88)	104 (88)	73 (78)	67 (71)	66 (74)	104 (84)
KING	YES	132 (20)	16 (36)	10 (12)	14 (12)	21 (22)	28 (29)	23 (26)	20 (16)
	Goodness of Fit		S						

Quite correctly, the majority of students indicated that the Restaurant customer (91 %), Mr. Cheese (90 %) and Mr. King (80%) were not affected by another person's gambling. However, it is once again interesting to note that relative to all other grades, grade 6 respondents seemed more likely to indicate that each of Mr. Cheese and Mr. King were

negatively affected by someone else's gambling. That is, while 10 % of the overall student body indicated that Mr. Cheese was affected by someone else's gambling, this value rose to 22 % for grade 6 students ($\chi^2 = 17.1$, $p<.009$). Similarly, while 20 % of the overall student body indicated that Mr. King was affected by someone else's gambling, this value rose to 36 % for grade 6 students ($\chi^2 = 23.5$, $p<.001$).

As a final question in this section, respondents were asked if they felt that gambling could cause problems in 'real life' as it had done to characters in the play. Responses to this question are presented in Table VI. As demonstrated in this table, 95 % of the overall student body felt that such was the case. While no statistical inferences can be drawn from this data, it interesting to note that this percentage of individuals is somewhat lower among grade 6 respondents.

Table VI: Student survey responses to the question, "*Do you feel that gambling can cause problems in 'real life' as it had done to characters in the play?*".

	TOTAL	**Grade 6**	**Grade 7**	**Grade 8**	**Senior 1**	**Senior 2**	**Senior 3**	**Senior 4**
NO	33 (5)	7 (16)	1 (1)	7 (6)	2 (2)	2 (2)	7 (9)	7 (6)
YES	574 (95)	37 (84)	78 (99)	106 (94)	85 (98)	84 (98)	75 (91)	109 (94)
Goodness of Fit		//////////						

Summary:

In terms of recognizing characters who were experiencing problems with their own gambling, "Chasing the Money" was well understood by the student body. The majority of students could differentiate between characters who were and were not problem gamblers. Examination by grade level suggested lower comprehension among grade 6 students. These results are not surprising, given that the play was targeted for students in grades 8 through senior 4.

In terms of recognizing characters affected by someone else's gambling, "Chasing the Money" again seemed to be fairly well understood by the student body. The majority of respondents recognized that Joey and Gemma were affected by someone else's gambling.

As demonstrated in responses, it was not as obvious that each of Uncle Ralph, Bongo and Kip were affected by someone else's gambling. Overall, the student body seemed to have more difficulty understanding the complex nature in which some individuals could be affected by others gambling. Again, this statement may be especially true for grade 6 respondents, given the increased proportion of respondents who incorrectly stated that Mr. Cheese and Mr. King were affected by others gambling.

Overall, "Chasing the Money" seems to have been quite well understood by the student body, exception some of the more complex manners in which gambling indirectly affects others, and exception some respondents from grade 6. This latter trend is supported by the final question in this section, where there is a trend for less grade 6 students to recognize that gambling can cause problems in "real life", as it did to characters in the play.

III. Respondent Learning From the Play:

Student respondents were asked a variety of questions to determine the extent to which "Chasing the Money" could be considered as a learning experience. Results from each of these questions are presented in this section.

Students were first asked how much they learned about a variety of issues directly related to gambling. A list of these issues and student responses are presented in Table VII.

When asked if "Chasing the Money" helped them to learn how gambling works, 82 % of the overall student body indicated they learned either a "little bit" or "a lot". Goodness of Fit testing indicated that grade 7 students were more likely to indicate they learned something, in comparison to all other grades ($\chi^2 = 10.5$, $p<.001$). A similar trend is seen when students were asked if "Chasing the Money" helped them to understand how people can become addicted to gambling. While 85 % of the overall student body reported they

learned either a "little bit" or "a lot", grade 7 students were more likely to indicate they learned something, in comparison to all other grades ($\chi^2 = 9.48$, $p<.002$).

Table VII: Student survey responses to the question, "*How much did you learn about the following issues related to gambling from the play?*".

How gambling works [i.e. built-in advantages over the players]								
	TOTAL	**Grade 6**	**Grade 7**	**Grade 8**	**Senior 1**	**Senior 2**	**Senior 3**	**Senior 4**
Learned nothing	121 (19)	8 (18)	5 (6)	30(25)	13 (14)	17 (18)	27 (30)	21 (17)
Learned a bit / a lot	522 (81)	37 (82)	79 (94)	88 (75)	78 (86)	78 (82)	62 (70)	100 (83)
	Goodness of Fit		**S**					
How people can become addicted to gambling								
	TOTAL	**Grade 6**	**Grade 7**	**Grade 8**	**Senior 1**	**Senior 2**	**Senior 3**	**Senior 4**
Learned nothing	95 (15)	8 (18)	3 (4)	26 (22)	11 (12)	11 (12)	15 (17)	21 (17)
Learned a bit / a lot	546 (85)	37 (82)	80 (96)	92 (78)	80 (88)	84 (88)	73 (83)	100 (83)
	Goodness of Fit		**S**					
How to gamble safely								
	TOTAL	**Grade 6**	**Grade 7**	**Grade 8**	**Senior 1**	**Senior 2**	**Senior 3**	**Senior 4**
Learned nothing	304 (48)	18 (40)	32 (38)	54 (46)	44 (49)	50 (53)	51 (59)	55 (46)
Learned a bit / a lot	333 (52)	27 (60)	52 (62)	64 (54)	46 (51)	44 (47)	35 (41)	65 (54)
	Goodness of Fit		**NS**					
How to recognize the signs of problem gambling								
	TOTAL	**Grade 6**	**Grade 7**	**Grade 8**	**Senior 1**	**Senior 2**	**Senior 3**	**Senior 4**
Learned nothing	91 (14)	10 (23)	10 (13)	20 (17)	10 (11)	10 (11)	17 (20)	14 (12)
Learned a bit / a lot	546 (86)	33 (77)	70 (87)	96 (83)	79 (89)	85 (89)	70 (80)	107 (88)
	Goodness of Fit		**NS**					
Where to get help if someone I know has a problem with gambling								
	TOTAL	**Grade 6**	**Grade 7**	**Grade 8**	**Senior 1**	**Senior 2**	**Senior 3**	**Senior 4**
Learned nothing	185 (28)	7 (16)	10 (12)	36 (31)	29 (32)	28 (29)	32 (36)	40 (33)
Learned a bit / a lot	458 (72)	37 (84)	74 (88)	81 (69)	62 (68)	67 (71)	56 (64)	81 (67)
	Goodness of Fit		**S**					

In comparison, only 52 % of the overall student body reported they had learned about safe gambling, and Goodness of Fit testing indicates there is no variation in these results between grades. This result is not surprising, as teaching students about this concept was not a major objective of the play.

When asked if they had learned how to recognize the signs of problem gambling, 86 % of the student body indicated they learned either a "little bit" or "a lot". While there is some variation between grade in these responses, Goodness of Fit testing indicates that this variation is non significant.

Finally, respondents were asked if they had learned where to get help if they / someone else had a problem with gambling. Overall, 72 % of respondents indicated they learned either a "little bit" or "a lot" about this concept. Interestingly, grade 6 and 7 respondents seemed more likely to indicate they learned about this concept, in comparison to respondents from all other grades ($\chi^2 = 34.4$, $p<.001$).

Respondents were also asked if "Chasing the Money" gave them a better understanding of some of the problems that gambling can create in a person's life. Table VIII summarizes student responses. Overall, the majority of respondents (54%) indicated "yes, somewhat" or "yes, very much" to this question. Interestingly, 38% of overall student body indicated they were already aware of the problems caused by gambling. Goodness of Fit testing in Table VIII indicates that there are response differences between grade ($\chi^2 = 49.1$, $p<.000$). While there are no obvious trends in this data, it does seem that each of grade 8 and senior 3 respondents were less likely to report that they learned a lot (i.e., "yes, very much") from the play. There are no other obvious trends in this data.

Table VIII: Student survey responses to the question, "*Did the play give you a **better understanding of some of the problems that gambling can create in a person's life**?*".

	TOTAL	**Grade 6**	**Grade 7**	**Grade 8**	**Senior 1**	**Senior 2**	**Senior 3**	**Senior 4**
Already aware	242 (38)	19 (45)	38 (45)	55 (47)	35 (39)	36 (38)	28 (31)	31 (26)
No, not at all	50 (8)	7 (17)	3 (4)	14 (12)	3 (3)	3 (3)	10 (11)	10 (8)
Yes, somewhat	209 (33)	7 (17)	21 (25)	35 (30)	30 (33)	33 (35)	39 (44)	44 (36)
Yes, very much	135 (21)	9 (21)	22 (26)	12 (10)	22 (24)	22 (23)	12 (13)	36 (30)
Goodness of Fit	**S**							

Students were asked to comment on the extent that they had discussed the play with their friends, and if so, if they felt their friends had a better understanding of problems related to gambling as a result of seeing the play. In response to the former question, less than 5 % of respondents in each grade reported having discussed the play "a lot" with friends. For this reason, the codes "a lot" and "some" were combined. Table IX indicates that

while slightly greater than half of the overall student respondents reported not having discussed the play at all, these results did depend on the grade of the respondent (χ^2 = 26.5, p<.000). While it is difficult to detect any obvious trend from this data, it seems that a larger portion of grade 7 students discussed the play at least to some extent, while perhaps slightly more grade 8 students reported not discussing the play at all.

Table IX: Student survey responses to the question, "*How much have you discussed the play with your friends*?".

	TOTAL	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2	Senior 3	Senior 4
None	348 (55)	21 (48)	32 (39)	81 (70)	56 (62)	47 (51)	54 (61)	57 (47)
Some / A lot	287 (45)	23 (52)	50 (61)	35 (30)	35 (38)	46 (49)	34 (39)	64 (53)
Goodness of Fit	**S**							

When students were asked if their friends had learned about issues related to gambling from "Chasing the Money", less than 10 % percent of respondents indicated "NO" (i.e., "none of my friends learned anything") in all grades. The majority of students indicated that either they didn't know if their friends had learned anything, or they had not discussed the play with friends. Data from this discussion are presented in Table X.

Table X: Student survey responses to the question, "*Did the play give your friends a better understanding of the problems that gambling can create in a person's life*?".

	TOTAL	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2	Senior 3	Senior 4
Don't know / not discussed	453 (71)	27 (61)	51 (61)	96 (82)	65 (71)	67 (71)	72 (84)	75 (61)
None of my friends	24 (4)	4 (9)	4 (5)	3 (3)	4 (4)	3 (3)	4 (5)	2 (2)
Some / most of my friends	163 (25)	13 (30)	29 (35)	18 (15)	23 (25)	25 (26)	10 (12)	45 (37)
Goodness of Fit	**////////////**							

As a final question in this section, respondents were asked if they would recommend this play as a really good way to learn about gambling and the potential problems associated with problem gambling. Student responses to this question are provided in Table XI. Overall, 74 % of the student respondents indicated "YES" to this question, and there were no statistical trends between grades.

Table XI: Student survey responses to the question, "*Overall, would you recommend this play as a really good way to learn about gambling and the potential problems associated with problem gambling*?".

	TOTAL	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2	Senior 3	Senior 4
NO	162 (26)	7 (16)	19 (23)	31 (28)	22 (25)	27 (30)	27 (32)	29 (24)
YES	458 (74)	36 (84)	63 (77)	80 (72)	66 (75)	64 (70)	58 (68)	91 (76)
Goodness of Fit		**NS**						

Summary:

"Chasing the Money" appears quite successful in teaching students about various issues related to gambling. The majority of individuals indicated they learned at least a bit about how gambling works, how people become addicted to gambling, how to recognize the signs of problem gambling, and where to go if help is needed. In terms of learning how to gamble safely however, the play was less effective. This result is not surprising, as teaching students safe gambling was not a major goal of this play.

The majority of individuals also stated that "Chasing the Money" provided them with a better understanding of problems that can be created from gambling. Several students (38 %) however, indicated that they were already aware of the negative effects of gambling before seeing the play.

Despite this stated success of "Chasing the Money", little discussion was generated between respondents and friends. Less than 5 % of respondents indicated that the play generated a lot of discussion, and many indicated they did not discuss the play at all with their friends. Nonetheless, when asked if they felt that "Chasing the Money" was an effective learning strategy, the vast majority indicated "YES".

IV. Student Gambling Activities:

The student survey also collected some general information on student gambling behaviors. These behaviors are shown in Table XII. Overall, the majority of respondents reported either having never gambled, or having done so 1 or 2 times in the past month. Very few persons reported gambling on a weekly basis, and no respondent reported gambling on a daily basis. While no statistical inference can be performed on this data, it is surprising to note that 16 % of grade 6 respondents reported gambling on a weekly basis.

Table XII: Student survey responses to the question, "*In the past month, how often have you spent money on gambling*?".

	TOTAL	**Grade 6**	**Grade 7**	**Grade 8**	**Senior 1**	**Senior 2**	**Senior 3**	**Senior 4**
I have never gambled	270 (42)	19 (42)	34 (41)	42 (36)	38 (40)	43 (45)	37 (42)	57 (46)
1 or 2 times	338 (52)	19 (42)	49 (59)	69 (58)	50 (53)	46 (48)	45 (51)	60 (48)
Every week	40 (6)	7 (16)	0 (0)	7 (6)	6 (6)	6 (6)	7 (8)	7 (6)
No responses for every day								
Goodness of Fit		//////////						

When asked how many of their friends gambled in the last 30 days, responses were fairly evenly divided between all response categories (Table XIII). However, Goodness of Fit testing indicates that the proportion of response frequencies differs significantly between grades ($\chi^2 = 38.6$, $p<.003$). From the data, it appears that fewer grade 7 respondents reported most /all of their friends to have gambled in the last 30 days, while senior 1 respondents were the least likely to report that none of their friends had gambled in the last 30 days.

Table XIII: Student survey responses to the question, "*How many of your friends have gambled in the past month*?".

	TOTAL	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2	Senior 3	Senior 4
I don't know	170 (26)	15 (33)	25 (30)	33 (28)	25 (27)	30 (32)	21 (24)	21 (17)
None	141 (22)	12 (27)	23 (27)	34 (29)	10 (11)	20 (21)	21 (24)	21 (17)
Very few / some	246 (38)	10 (22)	32 (38)	36 (31)	43 (46)	30 (32)	38 (43)	57 (46)
Most / all	92 (14)	8 (18)	4 (5)	15 (13)	16 (17)	15 (16)	9 (10)	25 (20)
	Goodness of Fit S							

Summary:

Slightly less than half of all students indicated that they had never gambled. Further, with the exception of grade 6 respondents, less than 10 % of students in each grade reported gambling on a weekly basis. When asked to comment on the gambling habits of their friends, less than 20 % of students in each grade reported that most / all friends had gambled in the past month. Exception of senior 1 students, between 15 and 30 % of students indicated that none of their friends had gambled in the past month.

Overall Student Survey Summary:

Overall, Chasing the Money was an effective teaching strategy for students. The majority of students understood who the characters were with problems related to gambling, as well as other persons that were being affected by this person's gambling. Compared to other grades however, comprehension was slightly lower among grade 6 students. Most students indicated that they learned at least something about how gambling works, how people can become addicted to gambling, how to recognize the signs of gambling, and where to get help for problems related to excessive gambling. While watching the play did not seem to stimulate discussions among the student body, the majority of students recommended this play a very good way to learn about gambling and the potential problems associated with problem gambling.

II. Teacher Survey

Information from teacher responses is divided into three sections. Section I overviews the demographics of survey respondents. Section II discusses the extent and perceived usefulness of the study guide that accompanied "Chasing the Money". Section III overviews teachers' opinions of "Chasing the Money" in terms of the effectiveness of this play as a teaching strategy for gambling related issues.

I. Demographics.

Grades taught by teachers were classified as either "Grades 6 through 8" or "Senior 1 through 4" (see Technical Note B). As demonstrated in Table XIV, roughly 50 % of teachers work in each grade category. In addition, slightly over half of the teacher respondents taught in an urban school setting (Table XV).

Table XIV: Frequency distribution of teachers by grade category.

Grade Category	Frequency	Percent
Grades 6 through 8	41.0	43.2
Senior 1 through 4	53.0	55.8
Subtotal	94.0	98.9
Missing data	1.0	1.1
TOTAL	95.0	100.0

Table XV: Frequency distribution of teachers by urban / rural status.

Demographics	Frequency	Percent
Urban	52.0	54.7
Rural	37.0	38.9
Subtotal	89.0	93.7
Missing data	6.0	6.3
TOTAL	95.0	100.0

When asked if they felt that gambling was creating a problem for students in their school, the majority of teachers indicated "YES", for between 1 and 10 students. Goodness of Fit testing demonstrates that teacher responses depended upon grade ($\chi^2 = 17.9$, $p<.000$). Compared to grade 6 – 8 teachers, those in senior 1 – 4 seemed more likely to indicate that gambling was a problem for students. Results of this discussion are presented in Table XVI.

Table XVI: Teacher survey responses to the question "*Do you feel that gambling is creating a problem for students in your school*?".

	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
None	16 (19)	13 (36)	3 (6)
Yes, 1 or 2 students	17 (20)	10 (28)	7 (15)
Yes, between 3 and 10	38 (45)	9 (25)	29 (60)
Yes, for a lot	13 (15)	4 (11)	9 (19)
Goodness of Fit		**S**	

Teachers were also asked if they felt it was important to educate students on issues related to gambling. As demonstrated in Table XVII, the majority of respondents in both grade categories indicated "Yes, Very Important". Very few respondents provided a response of "No".

Table XVII: Teacher survey responses to the question "*Do you feel it is important to educate students on issues related to gambling and problem gambling*?".

	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
No, not at all	2 (2)	2 (5)	0 (0)
Yes, somewhat	32 (35)	12 (31)	20 (38)
Yes, very	58 (63)	25 (64)	33 (62)
Goodness of Fit		//////////	

II. Study Guide Evaluation:

Table XVIII indicates that study guide use very much depended on grade taught ($\chi^2 = 7.04$, $p<.008$). While 63 % of grade 6 – 8 teachers reported using the study guide, only 36 % of senior 1 – 4 teachers reported using this guide.

Table XVIII: Teacher survey responses to the question "*Did you use the study guide to facilitate student knowledge on youth gambling*?".

	TOTAL	Grades 6 - 8	Senior 1 - 4
NO	49 (52)	15 (37)	34 (64)
YES	45 (48)	26 (63)	19 (36)
Goodness of Fit		**S**	

Of those senior teachers that used the guide, the majority used it before the play only. In comparison, grades 6 – 8 teachers tended to use the guide both before and after the play. Most teachers used the guide for general (i.e., "I spent a few minutes reading through the material.") or reference information (i.e., "I base some of my lesson plans on the material."). Very few used it for detailed information (i.e., " I relied on material to develop less plans, facilitate discussion."). Information from this discussion in presented in Table XIX.

Table XIX: Teacher survey responses to the questions "*When and to what extent was the study guide used*?".

When was the study guide used?			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
Before the play	27 (61)	13 (52)	14 (74)
After the play	2 (5)	0 (0)	2 (11)
Both before and after	15 (34)	12 (48)	3 (16)
Goodness of Fit		//////////	
To what extent was the study guide used?			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
General information	19 (40)	9 (33)	10 (50)
Reference information	20 (43)	13 (48)	7 (35)
Detailed information	8 (17)	5 (19)	3 (15)
Goodness of Fit		//////////	

Teachers were also asked if the study guide was age appropriate, and whether it included sufficient information. Responses to these two questions are presented in Table XX. Less than 5 % of teachers from either grade category indicated that the information was not age appropriate. Overall, 60 % of the teachers indicated that the study guide was age

appropriate, and 36 % said it was "somewhat" appropriate. Goodness of Fit testing indicated that this latter response rate was the same for both grade categories.

Those teachers who responded "no" or "somewhat" were asked to explain their responses. The majority of qualitative input was provided by grade 6 and 7 teachers. Most indicated that study guide information was more suited to students in grades 8 through senior 4. Respondent examples include the following: "I think this subject would be best dealt with at the high school level (grade 7 teacher)"; "Some of the language / material was not appropriate for grade 7 students"; "I felt that grade 6 was at the very lowest limits of the target age group".

Virtually all of the teacher respondents from both grade categories indicated that there was sufficient information in the study guide.

Table XX: Teacher survey responses to the questions "*Was the study guide age appropriate, and was there sufficient information in it?*".

Was the study guide age appropriate?			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
No	2 (4)	1 (4)	1 (5)
Somewhat	17 (36)	12 (43)	5 (26)
Yes	28 (60)	15 (54)	13 (68)
Goodness of Fit		**NS**	
Was there sufficient information in the study guide?			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
NO	1 (2)	1 (4)	0 (0)
YES	45 (98)	26 (96)	19 (100)
Goodness of Fit		//////////	

Teachers were asked to rate the overall usefulness of the study guide. As demonstrated in Table XXI, 53 % of the teachers rated the guide as very useful. Goodness of Fit testing indicated that this response rate was the same for both grade categories. No respondents provided a response of "not useful at all" to this question. Lastly, when asked if they would recommend the study guide to others as a supplement to the play, 100 % of respondents indicated they would do so.

Table XXI: Teacher survey responses to the questions "*How would you rate the usefulness of the study guide*?".

	TOTAL	Grades 6 - 8	Senior 1 - 4
Somewhat	22 (47)	12 (43)	10 (53)
Very useful	25 (53)	16 (57)	9 (47)
Goodness of Fit		**NS**	

Summary:

While 63 % of grade 6 – 8 teachers used the study guide, only 36% of senior teachers used this resource material. The majority of all teachers who used the study guide felt it was both age appropriate and contained sufficient information. A few teachers of the younger grades felt the content of the study guide was more suited to older grades. Overall, all respondents indicated they would recommend the manual to others as a supplement to the "Chasing the Money" play.

III. Play Evaluation

Teacher respondents were asked if a resource person was available after the play to answer questions from the audience, and if so, if they felt it was valuable to have this person present. Table XXII provides the data from these questions. While a resource person was present for the majority of all plays, he / she was more likely to be present for a grade 6 – 8 class than a senior 1 – 4 class ($\chi^2 = 7.2$, $p<.008$). Regardless, the majority of teachers from both grade categories rated the presence of a resource person as "somewhat" or "very" useful. Examples of teacher qualitative responses include the following: "The students appreciate live, expert opinion and immediate answers to their questions"; "Some of the students needed clarification as to the major issues of the play and the resource person was able to supply this information"; "Filling in the gaps for

children is very important – gaps that the play had that students at the grade 6 to 7 level may have not caught". Despite many positive comments such as these, a few teachers indicated there were very few student questions due to a lack of time, shyness on behalf of the students, or students not knowing what questions to ask.

Table XXII: Teacher survey responses to the questions "*Was a resource person available for discussion after the play, and was this person valuable*?".

Was a resource person available for discussion after the play?			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
NO	22 (24)	4 (10)	18 (35)
YES	69 (76)	35 (90)	34 (65)
Goodness of Fit		**S**	
Was the resource person valuable?			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
No, not at all	4 (6)	1 (3)	3 (8)
Somewhat	36 (51)	14 (42)	22 (59)
Yes, very much	30 (43)	18 (55)	12 (32)
Goodness of Fit		//////////	

Respondents were asked the same set of questions regarding the actors (Table XXIII). Regardless of grade category, actors were present for discussion after the play for the majority of classes. The majority of teachers in both grade categories rated the presence of the actor as "somewhat" or "very" valuable. Upon follow up, many teachers indicated that few questions were asked to the actors due to time limitations, or shyness on behalf of the students. In addition, many teachers indicated that student questions often did not focus on gambling, but rather on the actors (how they got involved in acting, etc.). Positive responses included each of the following: "They explained parts of the play the student did not understand"; "The characters appeared to get out of character, making them seem like real people during question and answer time"; "It created a sense of closure to the performance. i.e., I'm glad the actors didn't present the performance in isolation".

Table XXIII: Teacher survey responses to the questions "*Was an actor available for discussion after the play, and was this person valuable*?".

	Was an actor available for discussion after the play?		
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
No	8 (9)	0 (0)	8 (15)
Yes	83 (91)	39 (100)	44 (85)
Goodness of Fit		//////////	
	Was the actor valuable?		
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
No	5 (6)	2 (5)	3 (7)
Somewhat	36 (44)	12 (32)	24 (55)
Yes, very much	41 (50)	24 (63)	17 (39)
Goodness of Fit		//////////	

Teacher respondents were asked how much they felt their students learned about a variety of issues related to gambling. A list of these issues and teacher responses are presented in Table XXIV. The majority of teachers in both grade categories felt that students learned "a lot" about the concept of gambling addiction. Similarly, just less than half of teachers indicated that students learned "a lot" about recognizing the signs of gambling, and how gambling works. Approximately 25 % of teachers indicated that students learned "a lot" of where they could seek help for problem gambling. However, the majority of teachers indicated that students learned either "a bit" or "nothing" about how to gamble safely. Given that this was not a major focus of the play, this result is not surprising. There were no significant trends in response rates between grades for any of these questions.

Table XXIV: Teacher survey responses to the question, "*How much do you think students learned about the following issues related to gambling from the play?*".

How gambling works			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
A bit	57 (63)	22 (56)	35 (69)
A lot	33 (37)	17 (44)	16 (31)
Goodness of Fit		**NS**	
How people can become addicted to gambling			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
A bit	31 (34)	10 (26)	21 (40)
A lot	60 (66)	29 (74)	31 (60)
Goodness of Fit		**NS**	
How to gamble safely			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
Nothing	36 (40)	15 (38)	12 (42)
A bit	43 (48)	19 (49)	24 (48)
A lot	10 (11)	5 (13)	5 (10)
Goodness of Fit		**NS**	
How to recognize the signs of gambling			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
Nothing	3 (3)	1 (3)	2 (4)
A bit	53 (58)	24 (62)	29 (56)
A lot	35 (38)	14 (36)	21 (40)
Goodness of Fit		//////////	
Where to get help if someone has a problem with gambling			
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
Nothing	16 (18)	7 (18)	9 (17)
A bit	52 (57)	24 (62)	28 (54)
A lot	23 (25)	8 (21)	15 (29)
Goodness of Fit		**NS**	

Teachers were also asked if they felt students understood the characters in the play, and if they felt "Chasing the Money" was an effective teaching method to help students better understand gambling and the problems it can create. The results from these questions are presented in Table XXV. In response to the former of these questions, approximately 85 % of teachers in both grade categories felt their students could relate to the play characters. In addition, the majority of teachers in both grade categories indicated that at least parts of "Chasing the Money" were excellent teaching strategies to help students

better understand issues related to problem gambling. Qualitative responses were very positive, including the following: "A story is so much better than a lecture or a sermon"; "It gave the students something to think about. I would like to see other addiction problems dealt with (drinking, drugs) because they are a bigger problem for my students"; "A play, in my opinion, is a much more forceful way of getting a message across than a regular classroom setting"; "Theatre is a powerful medium of expression – it did not preach a message (this was an excellent strategy). I applaud MTYP for exploring this important issue".

Table XXV: Teacher survey responses to the question, "*Do you think your students could understand and relate to the characters in the play?*", AND "*Was 'Chasing the Money' an effective teaching strategy?*".

	Did your students understand / relate to the characters?		
	TOTAL	**Grades 6 - 8**	**Senior 1 - 4**
NO	14 (16)	7 (18)	7 (14)
YES	75 (84)	32 (82)	43 (86)
	Goodness of Fit	**NS**	
	Was "Chasing the Money" an effective teaching strategy?		
No	6 (7)	5 (13)	1 (2)
Yes, parts were excellent	34 (41)	10 (26)	28 (53)
Yes, excellent	48 (52)	24 (62)	24 (45)
	Goodness of Fit	//////////	

Teachers were also asked if any students had negative reactions to "Chasing the Money". Results of this question are presented in Table XXVI. Overall, the majority of respondents provided a response of "NO" to this question. Goodness of Fit testing indicates that grade 6 – 8 teachers were more likely to provide a response of "NO", whereas senior teachers would provide a response of either "YES" or "I don't know" ($\chi^2 = 5.07$, $p<.050$). Most qualitative follow up responses indicated that some students were frustrated / bored, because they had difficulty seeing the actors. Teachers felt this could have been prevented if a stage had been used. One grade 6 teacher indicated his / her students found the language offensive and upsetting.

Table XXVI: Teacher survey responses to the question, "*Did any student have a negative reaction to the play?*".

	TOTAL	Grades 6 - 8	Senior 1 - 4
NO	51 (57)	26 (72)	25 (47)
YES	21 (24)	5 (14)	16 (30)
Don't know	17 (19)	5 (14)	12 (23)
Goodness of Fit		**S**	

Those individuals who stated "YES" in Table XXVI were asked to indicate how many students had this negative reaction. In total, 11 teachers reported a number of less than 10, whereas 1 teacher reported 15 students and another 90 students. The median number of students per teacher reported as having negative affects was 3.

Teachers were also asked if any student requested help for gambling – related problems as a result of seeing the play. Only 1 teacher reported knowing 1 student who sought help because of gambling related concerns.

Lastly, teachers were asked if they would recommend "Chasing the Money" to other teachers, as a useful method to educate youth about gambling and problem gambling. Results of this question are presented in Table XXVII. Overall, 85 % of all teachers reported "YES" to this question. There was no significance difference in response rates between grade categories.

Table XXVII: Teacher survey responses to the question, "*Would you recommend the play to other teachers, as a useful method to educate youth about gambling and problem gambling*?".

	TOTAL	Grades 6 - 8	Senior 1 - 4
NO	12 (15)	3 (8)	9 (21)
YES	67 (85)	34 (92)	33 (79)
Goodness of Fit		**NS**	

Summary:

Most teachers felt that input from both the AFM resource person and actors was essential for teaching students. Most teachers indicated that their students learned something about the various issues related to gambling; how it works, how people can become addicted to gambling, how to recognize signs of problem gambling, and where problem gamblers should go for help. Few respondents indicated their students learned nothing from the play. The one exception however, is the concept of learning how to gamble safely. A substantial portion of teachers indicated that their students learned nothing about safe gambling from "Chasing the Money". This result is not surprising, as teaching the concept of safe gambling was not a major focus of the play.

When asked if any students had a negative reaction to the play, the majority of teachers of both grade categories provided a response of either "No" or "I don't know". A larger portion of grade 6 – 8 teachers reported "NO", while senior teachers seemed more likely to report either "YES" or "I don't know". Most negative responses involved student frustration / boredom, because of large groups watching the play at any given time, or because it was very difficult to see the play (no stage used).

Lastly, regardless of grade category, the majority of teachers indicated they would recommend "Chasing the Money" to peers as an effective method to educate students on issues related to gambling.

Conclusions

"Chasing the Money" has been evaluated as an effective method to educate youth about gambling and the potential negative effects of this activity. The majority of both student and teacher respondents indicated this play was quite useful in helping students to learn about gambling; how people can become addicted to gambling, how it can affect those

surrounding the individual with gambling problems, signs of problem gambling, and where to get help if needed.

Student and teacher respondents also indicated that, for the most part, play content was age appropriate. The majority of all students could differentiate between problem gamblers and non – problem gamblers, as well as individuals affected / not affected by someone else's gambling. However, analysis by grade indicated that grade 6 students were in some cases too young to learn from the play, as these individuals had more difficulty differentiating between play characters. One teacher indicated that his / her grade 6 students actually found the language offensive and upsetting. Overall however, the majority of teachers in both grade categories indicated their students understood / could relate to the play characters.

In terms of the Study Guide that accompanied "Chasing the Money", most teachers felt the information presented was both adequate and age appropriate. The exception was grade 6 and 7 teachers, who felt the study guide information was more suited to older age groups. Regardless, a larger portion of grade 6 – 8 teachers made use of this guide. All teachers indicated they would recommend the Study Guide as a useful supplement to "Chasing the Money". Similarly, the majority of teachers felt that having both a resource person and an actor available for discussion after the play was a valuable experience for students.

Overall, both student and teacher feedback have strongly indicated that "Chasing the Money" is an effective method to educate Manitoba students about various issues related to gambling. A vast majority of both student and teacher respondents indicated they would recommend this play to other individuals.

Technical Notes:

All tables in the Results section of this document contain the following information:

A. Overall response rates to each question, irrespective of grade (absolute values followed by percentages in brackets). This information is listed under the heading of "TOTAL" in every table.

B. Response rates specific to each grade (absolute values followed by percentages in brackets). When referring to student responses, each of Grades 6 through Senior 4 are listed as separate columns, as any given response or student can only be in a given grade at a given time. However, because most teachers teach in multiple grades, teacher responses were divided into the categories of Grades 6 though 8, or Senior 1 though 4. This division of grades worked very well for teachers, as there were only 2 teachers who reported teaching in both categories. For these two teachers, placement was determined by the relative number of grades taught in each category (i.e., if a teacher taught grades 7, 8 and senior 1, he / she would be denoted as teaching in the Grades 6 through 8 category).

C. Goodness of Fit testing was used to determine if responses to a given question varied by grade of the respondent. This type of test compares the actual or Observed frequency of responses in a given grade (i.e., those reported in all tables), to that which would be Expected if there were no differences in response rates between grade. This comparison of Observed and Expected results (i.e., Observed – Expected) is totaled for all grades and an overall "fit" of the Observed to Expected results is recorded. If this overall difference is small, one would conclude that the Observed data "fits" with the Expected data, and that there is no significant difference in the frequency of responses between grades. If, however, the difference is large, one would conclude that the Observed data does not "fit" the Expected "random" data, and that there is a significant difference in response rates between grades.

The Goodness of Fit test works very well as long as the number of Expected results in each cell remains above a value of 5. If the quantitative size of the Expected value falls below 5 in any cell, it is suggested that the Goodness of Fit Test will provide unreliable results. Goodness of Fit testing was initially performed on all response categories using the SPSS statistical package. Expected values were created by SPSS for all survey response / grade combinations, and are not shown in this report. If any Expected result was less than the quantitative size of "5", the test was cancelled and the symbol (//////////)

was placed in the appropriate table. In these instances no statistical inference is made between grades. If the Goodness of Fit Test was completed but no significant difference was found between grades, the symbol "NS" (non significant) was inserted. If a significant difference was found between grades, the symbol "S" (significant) was recorded.